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BOOK NOTICES.

The. New Basis of Geography, A Manual for the Preparation of the Teacher. Jacques W. Redway. The Teacher's Professional Library; The Mercantile Company, 1901. Pp. xiv + 228.

Redway's *New Basis of Geography* is an extremely interesting, suggestive, and helpful treatise, devoted to the exposition of the new point of view in geography that has grown in popular favour in the United States in recent years. The author rightly regrets the credence given to the idea of a *new* geography, and shows clearly how the ideas are old and their general acceptance and use only new.

> Broadly stated, this interpretation, or "newness," is the mutual relation of geographic environment to political history on the one hand and economic development on the other.

The book is divided into twelve chapters. The first two chapters are devoted to a consideration of the effects of geography upon history in a way to open any receptive mind to some of the geographic principles that have been in operation throughout human history, but which are so frequently overlooked. Chapter III considers, in a brief way, the continual changes of form on the earth's surface, and the classification of forms and drainage from the standpoint of the geographical cycle. The next chapter considers the distribution of life over the world as determined or influenced by topography and climate. Chapters V and VI carry the same ideas further, showing how the environment has influenced commercial development over the world, and especially in the United States. These chapters are the most suggestive and directly helpful of any in the book, and will be of great practical service to any teacher. They are similar in scope and point of view to the well-known chapters in Shaler's *Nature and Man in America*, and equally lead to broad thinking and open-mindedness.

The remaining chapters are devoted to what might be called methods of teaching in a general and special way. The author rightly urges that a teacher should choose the essential details only, and remember that power to seek out and interpret geographical facts is of more value than a knowledge of unrelated details, and that much attention should be given to training in using maps, encyclopedias, and gazetteers. In reference to definitions, the author shows that a pupil may know all about a feature and not be able to define it, or he may define it and yet omit all consideration of the essentials from a human and broad geographic standpoint.

As a matter of fact, a geographic definition may have two aspects, one of which is abstract and technical, while the other expresses a relation to life and its activities. The former carries but little meaning to the child; the latter, though imperfect, has a very definite educational value. One must bear in mind that the definition is not a part of the science of geography, but of language. It is the art of expression, and an art, moreover, that demands the highest degree of skill. In a way the best definition is the one which the pupil himself constructs. Its value lies in the fact that the teacher may read between the lines to discover whether or not the pupil has the right idea—very crudely and bunglingly expressed, most likely, but fairly correct as to meaning. Nothing but experience and practice will bring accurate and concise expression, and no one can scarcely expect either accuracy or conciseness in immature minds.

The remaining chapters treat of the use of pictures, maps, models, globes, etc., of the course of study and of observational and field work, and finally of the teacher's preparation. These chapters are all practical and full of good sound sense.

The chapter on the needed preparation emphasizes the necessity of broad training in geography for all grammar school teachers, and include an annotated selected list of reference for teachers. It is unfortunate that some of the books included in the reference list are not accurately quoted, and in some cases later editions than those noted exist.

It is foolish, however, to quarrel concerning minor points in a book that is so generally valuable as is Dr. Redway's latest contribution to geography. Every teacher of geography should read the book with care; but it should be noted that any teacher needs to know much geography in order to get the best out of the book. In other words, it is not a book " for the preparation of the teacher," as it is entitled, but a valuable book for the fairly well-prepared teacher, and particularly for those in the harness of daily teaching geography.

R. E. D.

Lessons in Physical Geography, by Charles R. Dryer. American Book Company, N. Y., 1901. Pp. 430, with 347 figures in the text, and several maps.

Modern secondary texts in physical geography must be judged from several standpoints: as to their practicability under existing conditions in secondary schools; as to their scientific accuracy and their value in laying a strong scientific basis in physical geography, on which later work may be founded; and associated with this second point, as to their value for meeting the requirements for college entrance. Whatever the standpoint from which written, the